

Senate File 2319 - Reprinted

SENATE FILE 2319
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SF 2070)

(As Amended and Passed by the Senate February 27, 2014)

A BILL FOR

1 An Act relating to improving student literacy skills, including
2 addressing dyslexia, and providing teacher assistance.
3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.7, subsection 31, paragraph b, Code
2 2014, is amended to read as follows:

3 b. Adopt rules for the Iowa reading ~~research~~ resource
4 center and for implementation of the intensive summer literacy
5 program developed and administered pursuant to section 256.9,
6 subsection 53.

7 Sec. 2. Section 256.9, subsection 53, paragraph c,
8 unnumbered paragraph 1, Code 2014, is amended to read as
9 follows:

10 Establish, subject to an appropriation of funds by the
11 general assembly, an Iowa reading ~~research~~ resource center.

12 Sec. 3. Section 256.9, subsection 53, paragraph c,
13 subparagraph (1), subparagraph division (e), Code 2014, is
14 amended to read as follows:

15 (e) Professional development strategies and materials to
16 support teacher effectiveness in student literacy development.
17 The center shall collaborate and coordinate with the area
18 education agencies to develop and offer to school districts at
19 no cost professional development services to enhance the skills
20 of elementary teachers in the use of evidence-based strategies
21 to improve the literacy skills of all students.

22 Sec. 4. Section 279.68, subsection 2, paragraph d,
23 subparagraph (3), subparagraph division (a), Code 2014, is
24 amended to read as follows:

25 (a) Assists students assessed as exhibiting a substantial
26 deficiency in reading to develop the skills to read at
27 grade level. Assistance shall include but not be limited to
28 strategies that formally address dyslexia, when appropriate.
29 For purposes of this subparagraph division (a), "dyslexia"
30 means a specific and significant impairment in the development
31 of reading, including but not limited to phonemic awareness,
32 phonics, fluency, vocabulary, and comprehension, that is not
33 solely accounted for by intellectual disability, sensory
34 disability or impairment, or lack of appropriate instruction.